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Nor is it necessary that the meaning of a poem be at once understood. The time may possibly come, with respect to an obscure passage, when paraphrase may be resorted to for the purpose of elucidation. But usually it will happen that good reading of a piece sufficiently explains its difficulties. At its best, paraphrase of good verse, as practised in school, is parody. A paraphrase is not merely another form of the phrase; it is formless phrase, without beauty, without sweetness, without light. Better than paraphrase is repetition of the poem in its true form. This cannot be improved upon. A poem well dwelt upon grows on the young learner. It will grow upon him still when he has done with it in school. His memories of it should not be paraphrastic memories, but should carry with them the glories of rhythm and figure with which the piece was originally endowed by the poet's art.

Other occasions for writing are quite abundant enough to make it easy to spare this one. Of opportunities for prose of every grade the world is full. We need not resort to poetry for materials of prose. Poetry addresses the imagination directly, not through a medium; and even in the school room it may be trusted to reach its mark.

S. Thurber

A CORRECTION

To the Editors of the School Review:

SIRS—Kindly allow me space in the REVIEW to correct an error of the typesetter in my article on the "Value of Military Training and Discipline in Schools." In the ninth line from the bottom of page 281 "councils of the nation" should read "councils of the nations;" otherwise the sentence is meaningless.

Very respectfully yours,

T. B. Bronson

Lawrenceville, N. J.